

III.A.a. My Family

Using large wooden tongue depressors; the children will paint the faces of the members of their family. They will use little bits of yarn, fabric and paper to complete the faces, hair and clothes for the puppets. The children will use these with the riddles and their own stories.

Nacha Mami, no encuentro el traje para la escuela. ¿Qué me pongo?

Nene Papi, puedo llevar este bate o el carrito a la escuela?

- b. A picture can be shown of a family celebrating a birthday. The teacher can ask the children questions about what the people do at the birthday party and what they might be saying. Then the children can role-play a birthday celebration. Each child can play the part of a family member and then the group can decide what each member can do at the birthday celebration.

B. Is able to understand variations in the way families live in different locations.

- a. The children can construct model buildings where families would live in Puerto Rico and Connecticut. The Puerto Rican model could be of a house while the Connecticut model could be an apartment house. The tongue depressor puppets can be used by the children to demonstrate different family members participating in different activities in each room. The teacher can make a list of rooms on the chalkboard and a list of activities. The children can be asked to say which activities go with which rooms and then demonstrate the activities in the appropriate rooms with the puppets.

C. Is able to associate members of the family with activities carried out at different times of the day.

- a. The teacher can write sentences on the chalkboard describing an activity that a particular family member would be doing at a particular time. Then the children can copy each sentence at the bottom of a sheet of paper and then draw a picture of that activity on the paper. The sentences could be:

Todas las mañanas el nene se cepilla sus dientes en el baño.

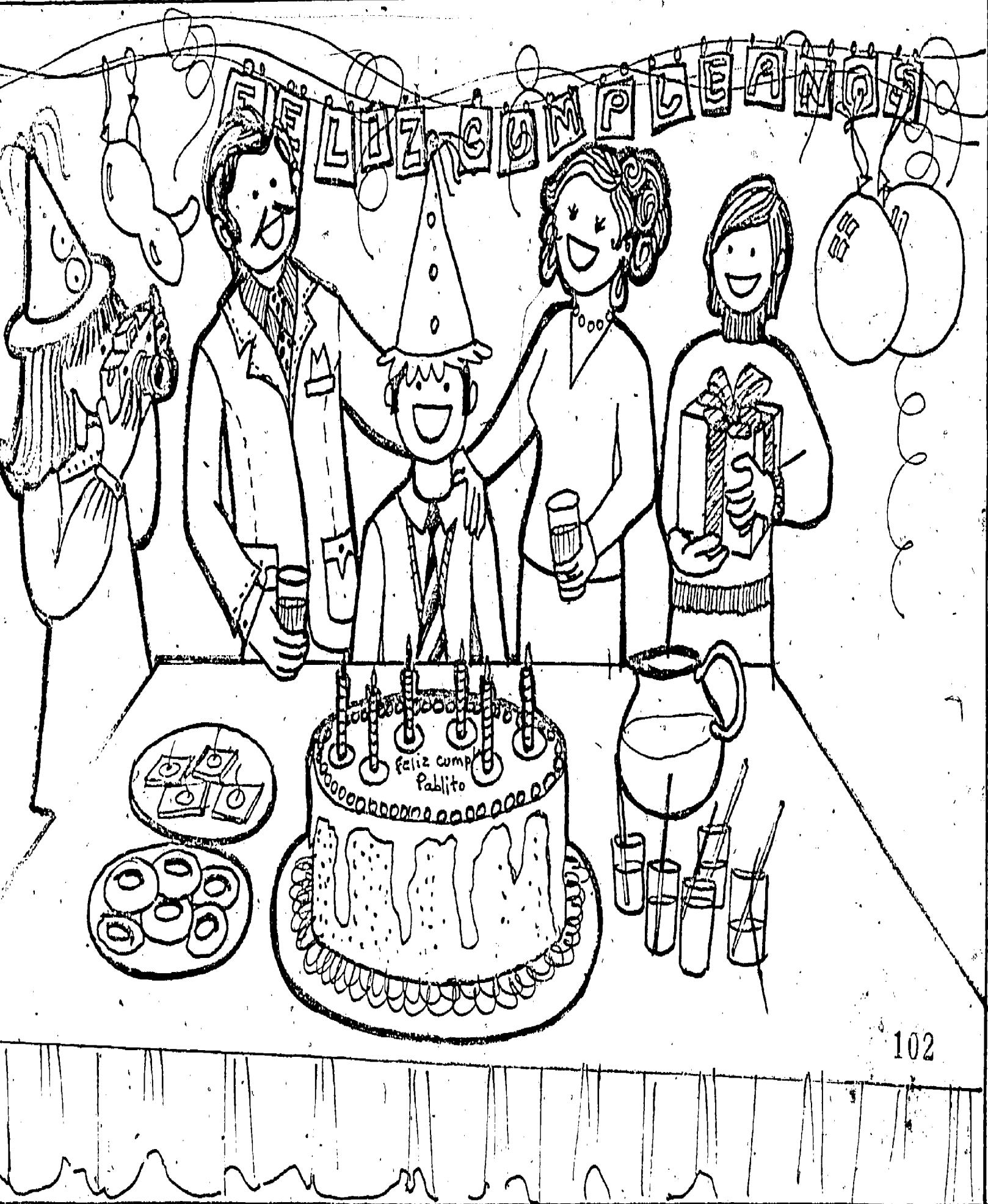
Todas las noches mi papá lee su periódico en la sala.

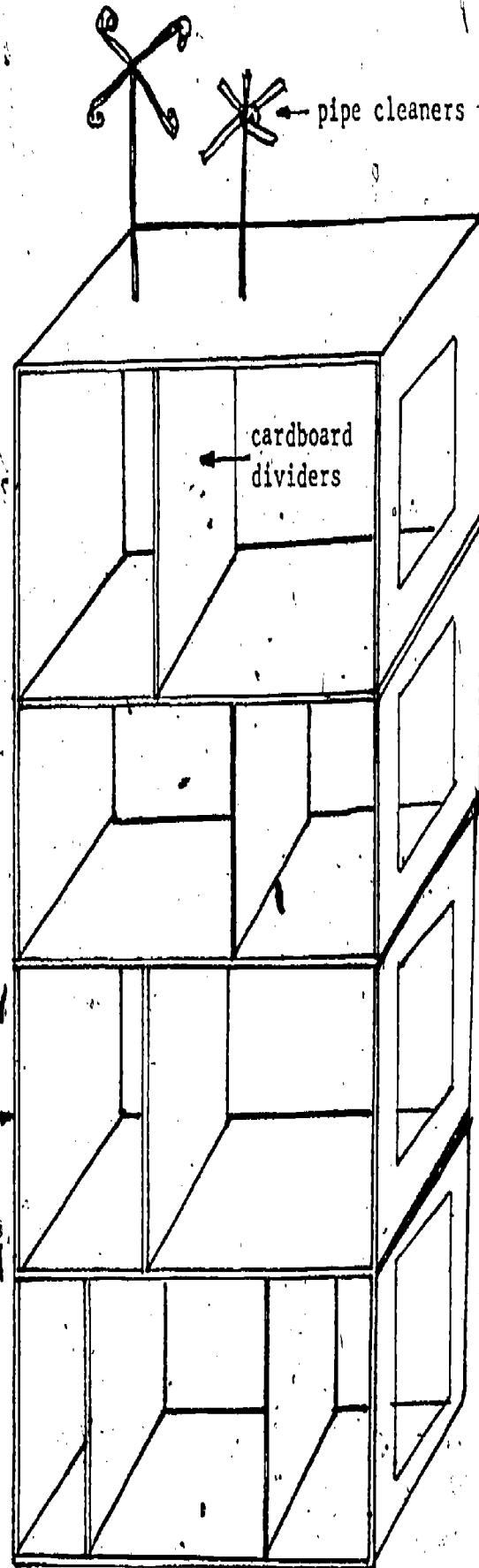
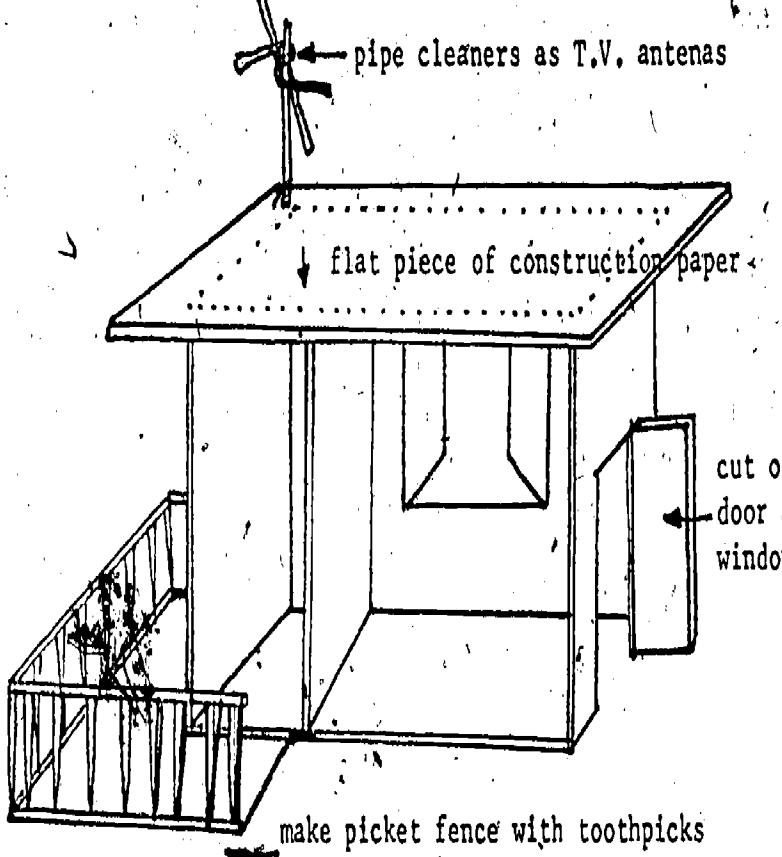
Todas las tardes mi mamá lava las ollas y sartenes en la cocina.

Todas las tardes la niña hace sus tareas para la escuela en su dormitorio.

D. Is able to understand how people in the past have lived in families.

- a. In one corner of the classroom the children can construct a Taino Indian village. They can build a "bohío." Then on each day for a week the children can make some object which the Tainos made. On Monday they could make stone necklaces from clay, on Tuesday



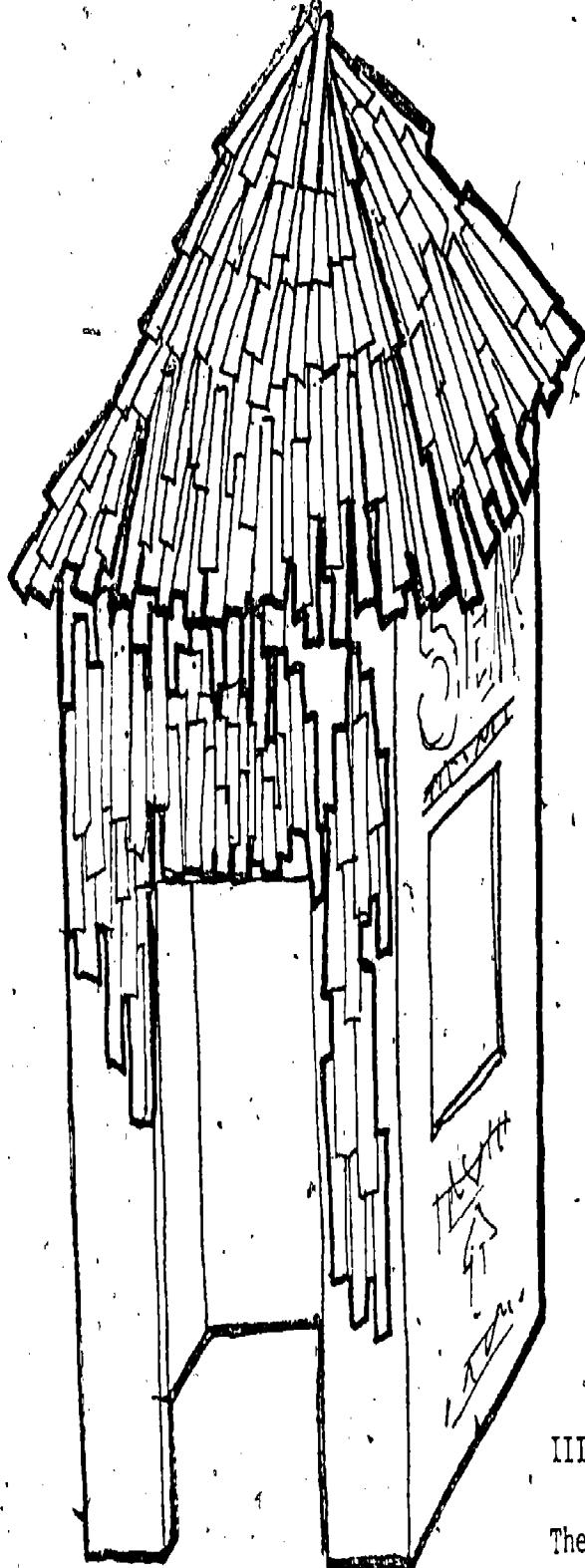


III.B.a. My Family

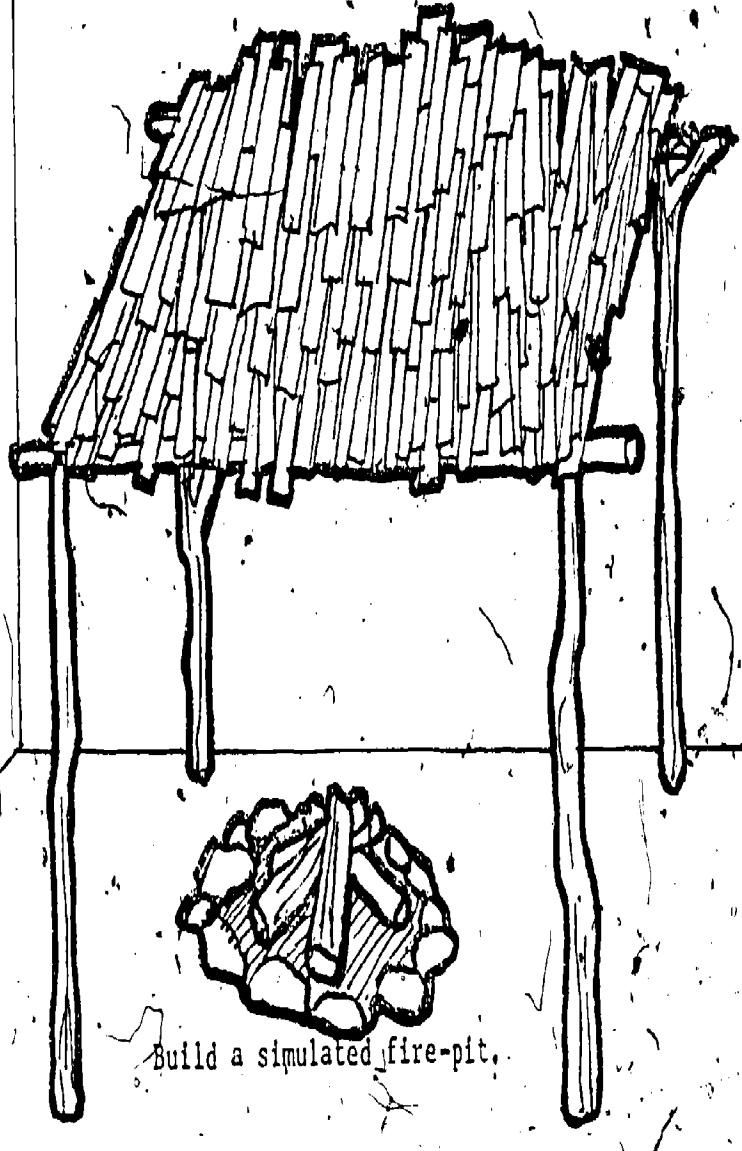
Using shoe boxes, the children will construct a Puerto Rican one-family house and a modern apartment building.

Doors and windows can be cut out so that puppets can be manipulated inside.

Walls will be painted or decorated with bits of wallpaper. Do the same for a one-family house and an apartment building in Connecticut.

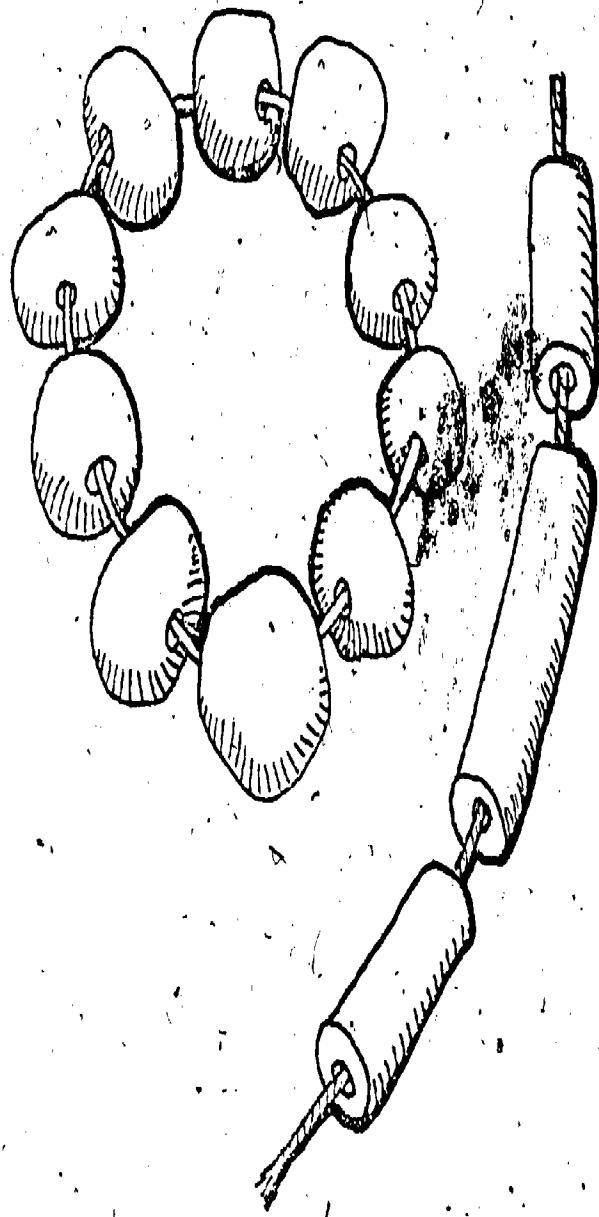


Build an open wall caneey with straight branches and make a roof with a large piece of cardboard and strips of colored paper.



III.D.a. My Family

The children can build models of "bohios" with a refrigerator carton as the base. Cut out an entrance door and a couple of windows. Tear strips of yellow and brown paper and paste them all around and on the roof to simulate straw.



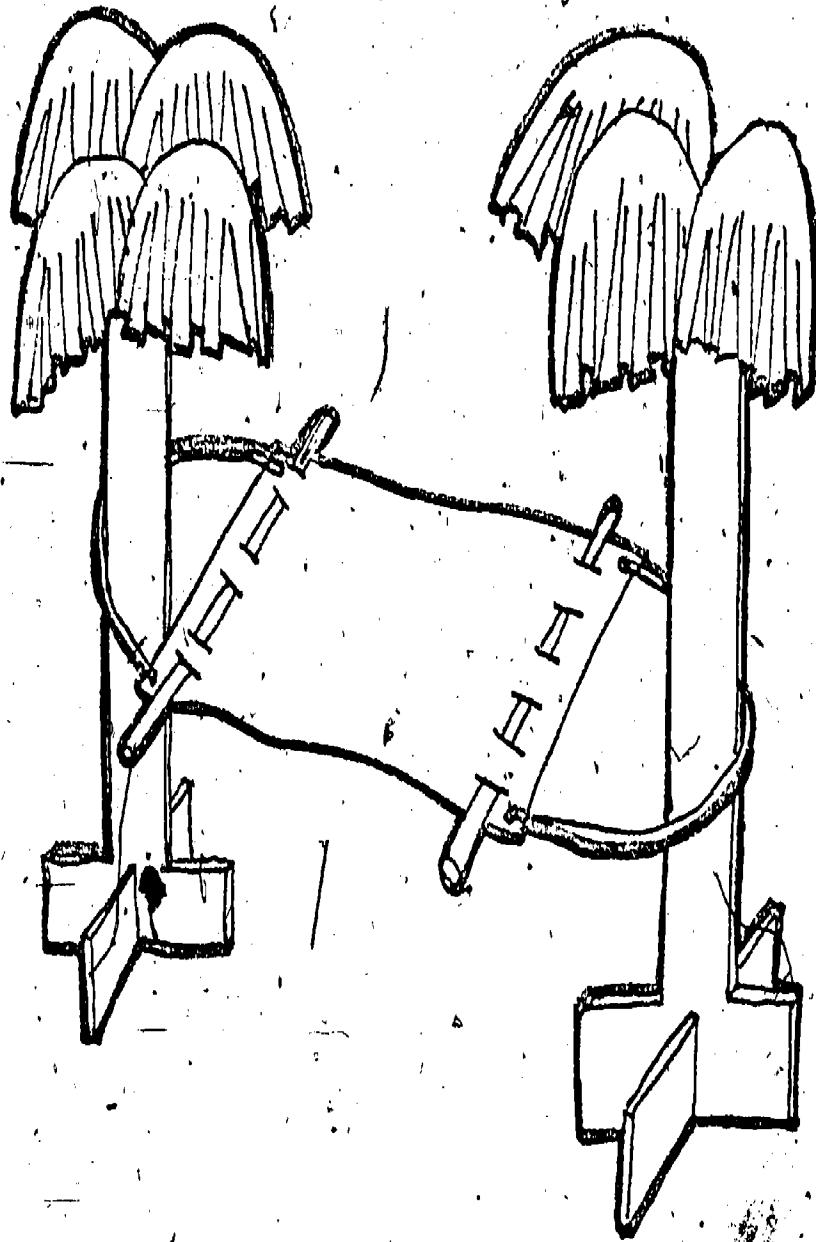
Monday:

"COLLARES DE PIEDRA"

The children will make necklaces and other jewelry with clay or play dough.

They can color the dough with vegetable dye or paint.

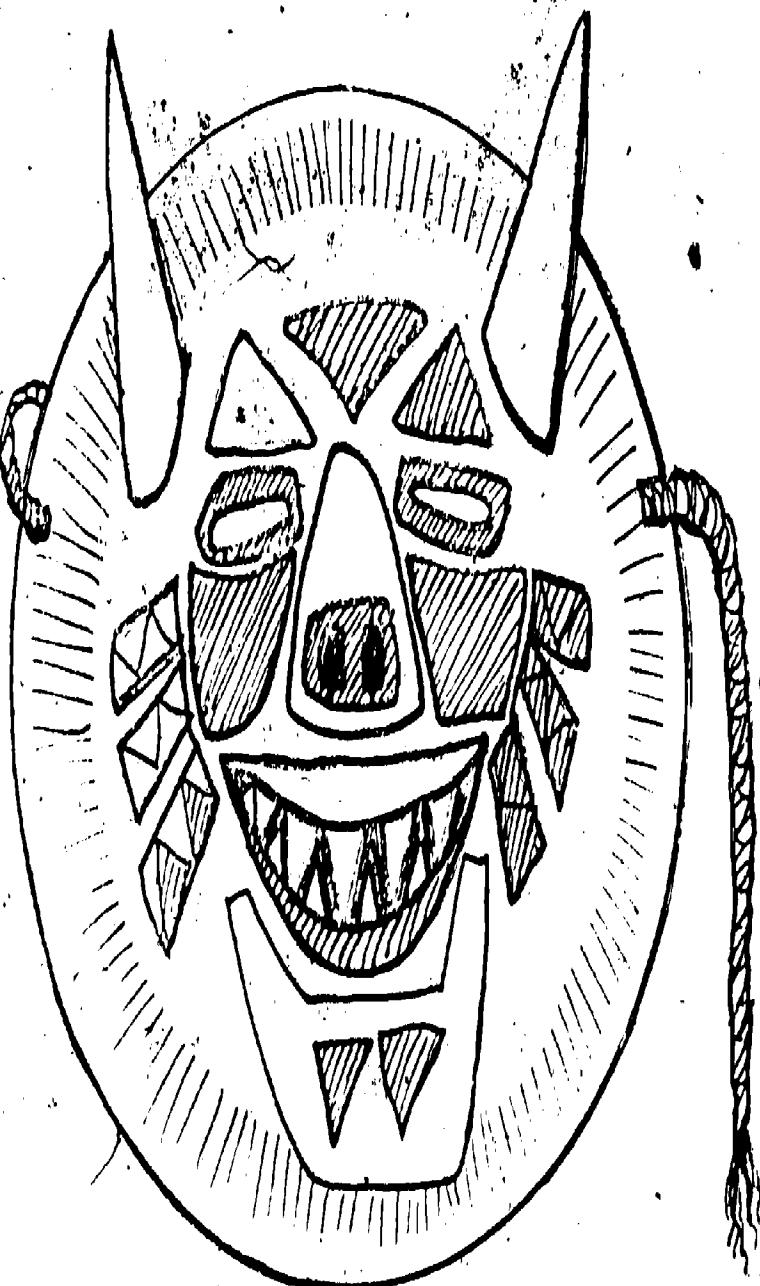
Show the children pictures of Indian jewelry.



Tuesday:

"HAMACA"

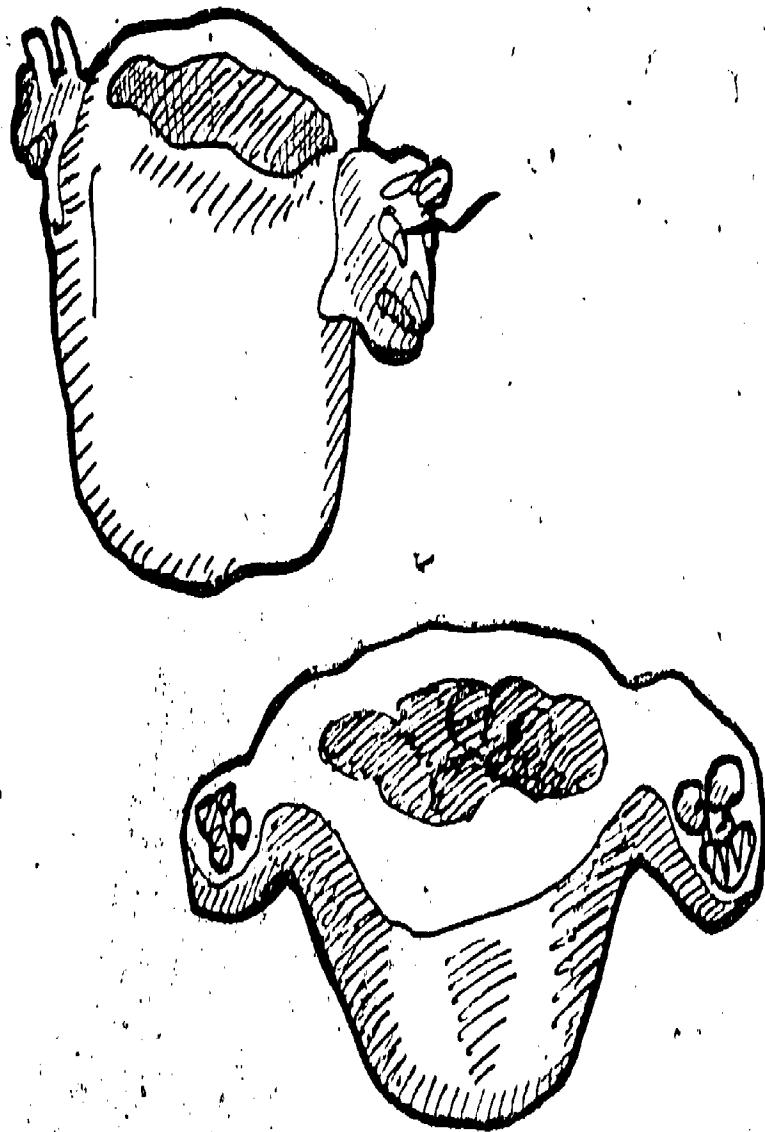
The children will make "hamacas" with little pieces of cloth and sticks woven through. They will hang the "hamacas" from cardboard "palmas."



Wednesday : "MASCARAS"

The children will use paper plates and bits of paper to make masks. Show the children the different masks from different periods: "Araucos," "Tainos," "Caribes."

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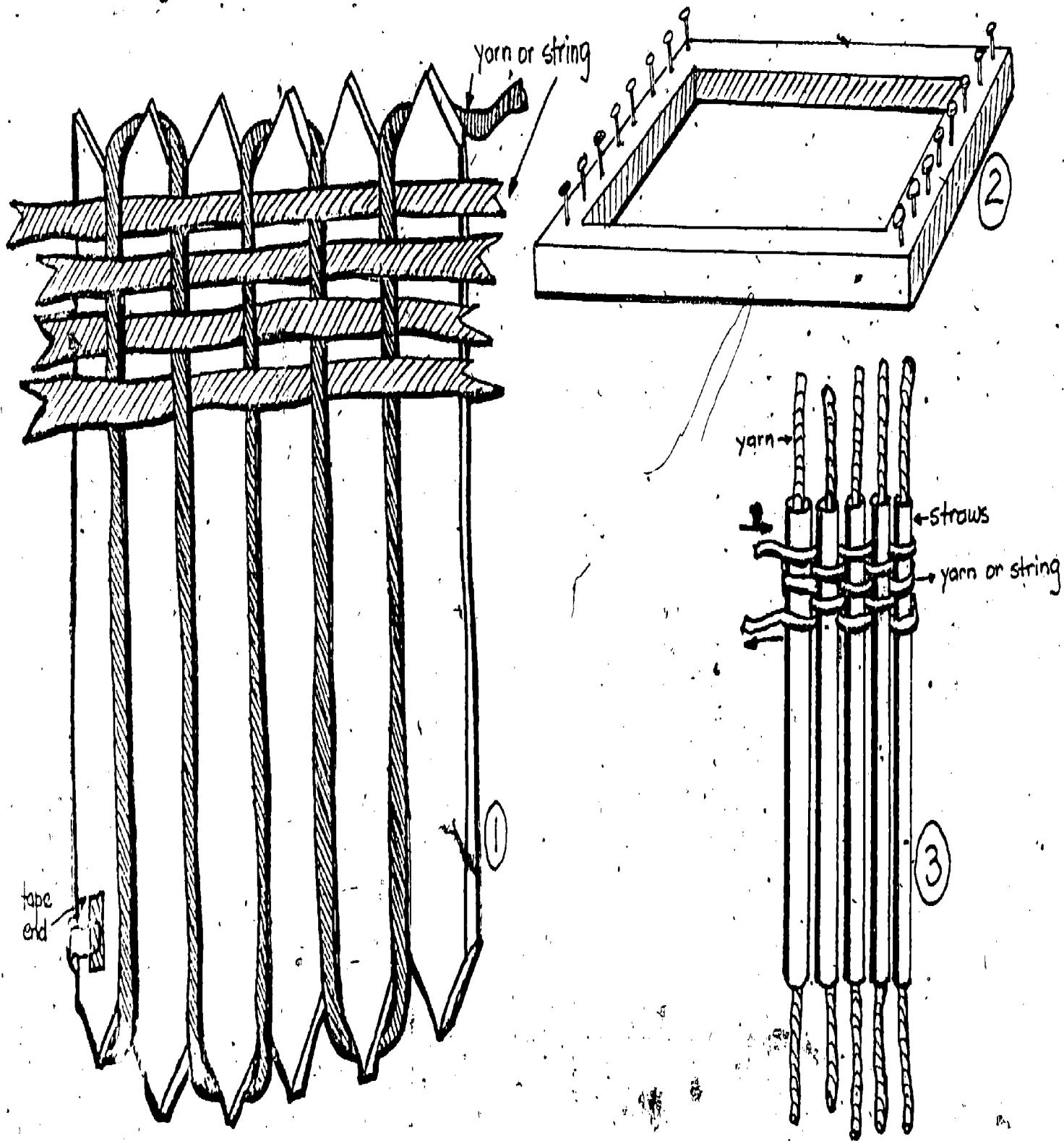


Thursday "VASIJAS"

The children will make pinch pots out of clay. They will decorate them with the heads of animals and textures. Show the children pictures of authentic "vasijas."

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52.



Friday :

TEXTILES

The children will weave using different methods:

1. Using a cardboard base.
2. Using a frame and nails base.
3. Using a straw base.

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they could make models of hammocks, on Wednesday they could make Taino masks, on Thursday they could make clay pinch-pots with animal head patterns, and on Friday they could weave mats. During this week the teacher and children can make up a play about a Taino family. This can be written on the chalkboard and on Friday the children can perform the play.

- b. In another corner of the room a Colonial Connecticut village can be constructed. A model of a Colonial house can be built from cardboard. The construction activities for the Connecticut week could be making pilgrim hats on Monday, making brooms on Tuesday, making candles on Wednesday, making soap balls on Thursday, and spinning wool on Friday. A play for a Colonial Connecticut family could also be written on the chalkboard and then performed on Friday.

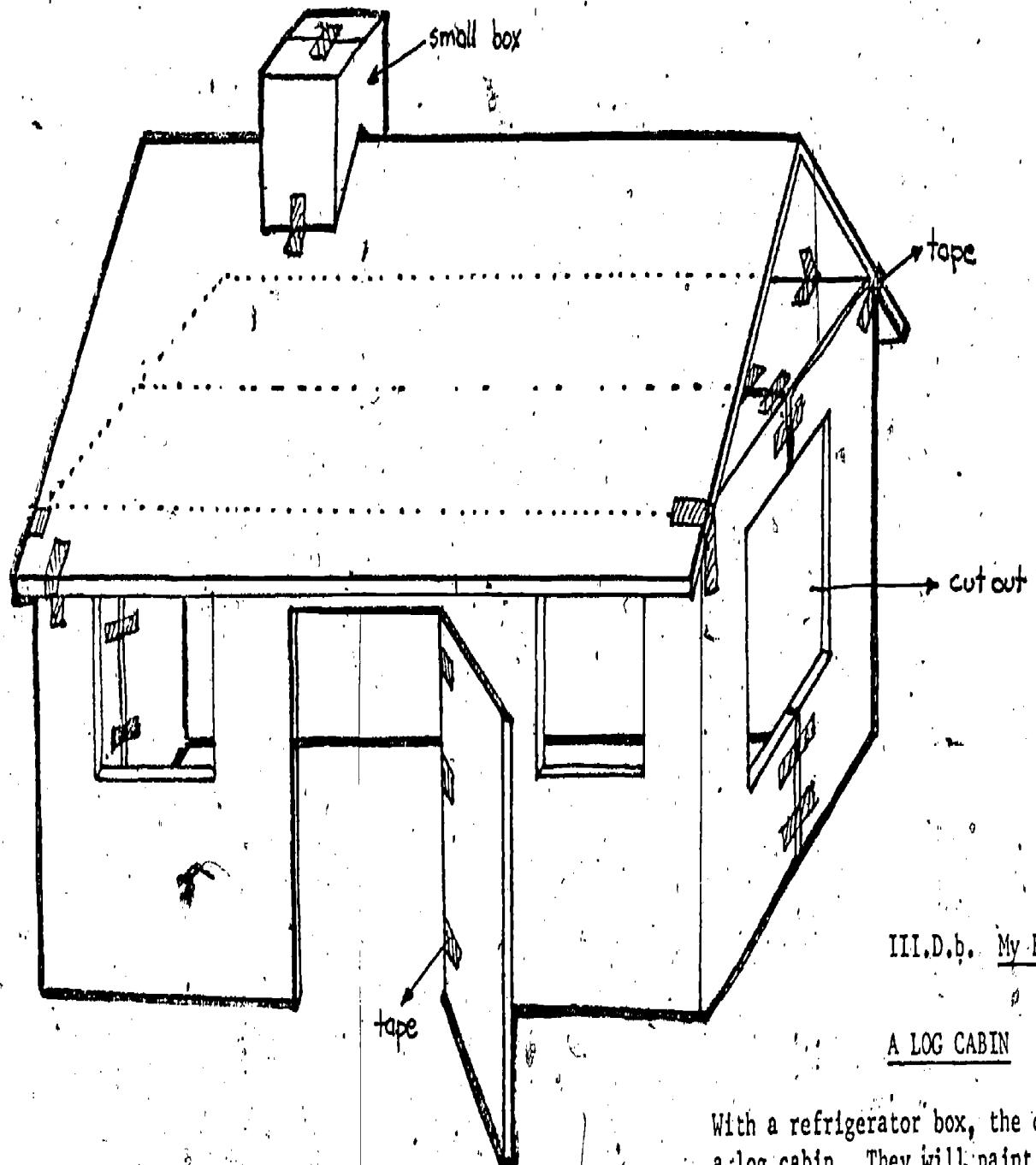
IV. My Home

- a. Is able to identify the different parts of a house and associate furniture with these different parts.

- a. The teacher can demonstrate on the chalkboard how to make a floor plan of a house. The names of the rooms should be written on the floor plan. Then each child can make a floor plan for their own home. The children can then make small pictures of different pieces of furniture that are in their home. The names of these pieces of furniture should be written on the pictures. Each child will then have a floor plan and a set of furniture pictures. The children can then exchange plans and furniture sets and practice placing the furniture in each others' homes to see who can do it the fastest.

- b. Is able to associate different parts of the house with activities.

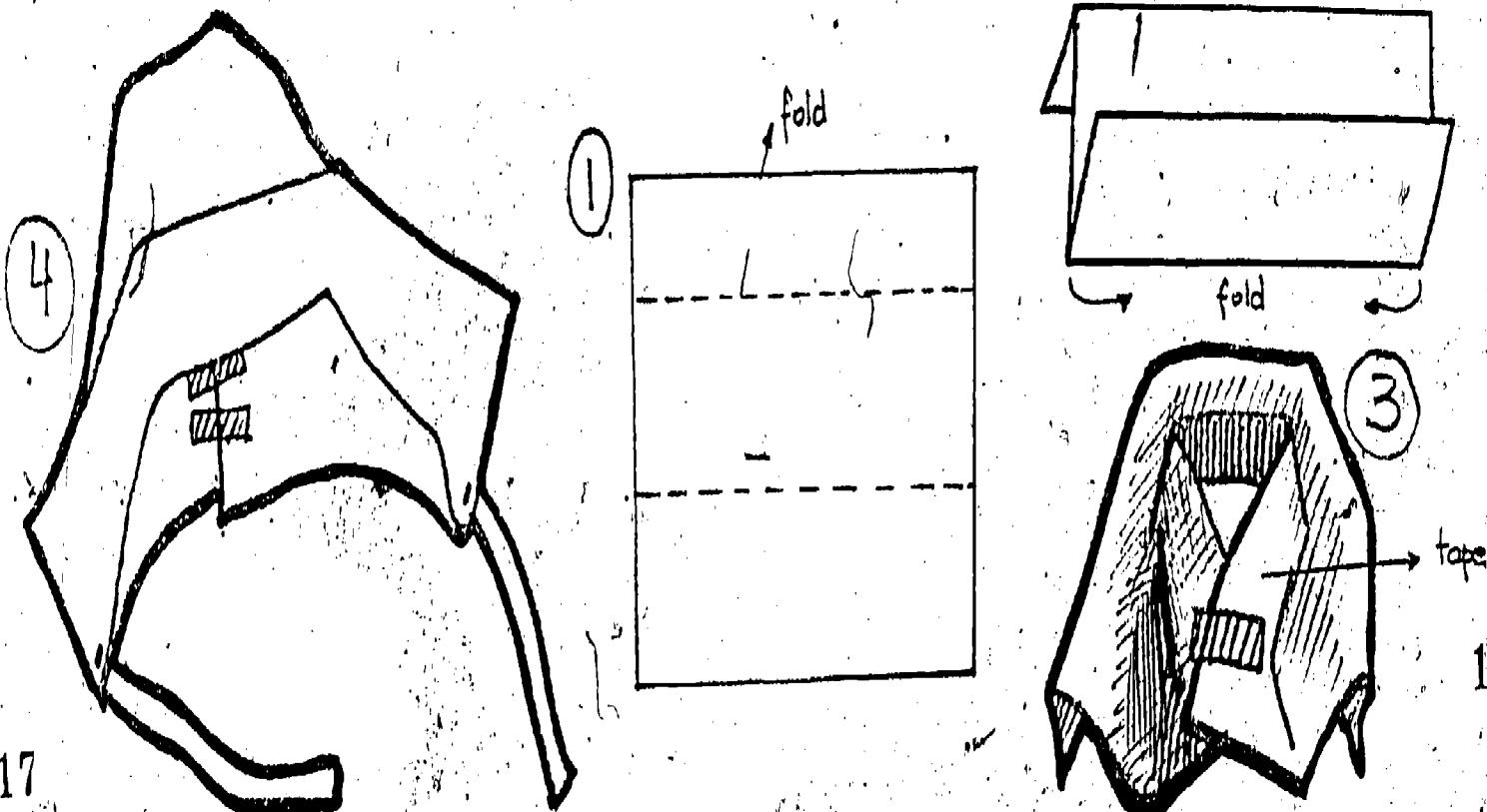
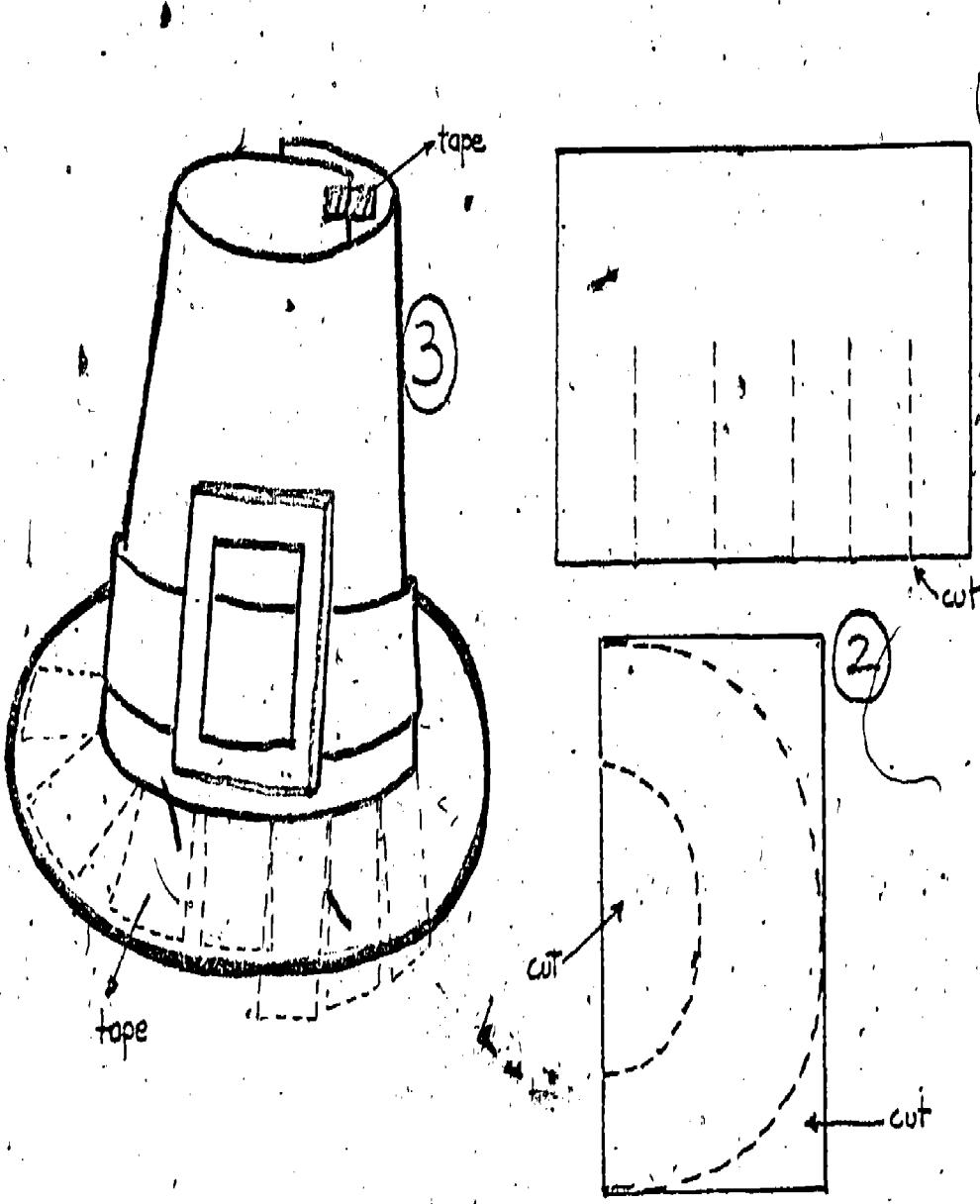
- a. The teacher can make two sets of cards. One set will have the names of rooms in a house on them, the other set will have the names of activities that would take place in these rooms. The teacher can show the children each pair of room and activity cards, explain what each word means and then demonstrate a pantomime of the activity. For example, for the bedroom-sleeping pair the teacher could do a pantomime of sleeping. After this explanation the children will be ready to play a game. In this game the teacher will give two children an activity card. Without showing the rest of the class this activity card, the two children will do a pantomime of the activity. The other children will choose the room card which matches the pantomime activity. After the children get so they can do an appropriate pantomime and choose the correct room card, then the room cards can be eliminated and the children can be asked after each pantomime to write the name of the activity and the room on the chalkboard.



III.D.b. My Family

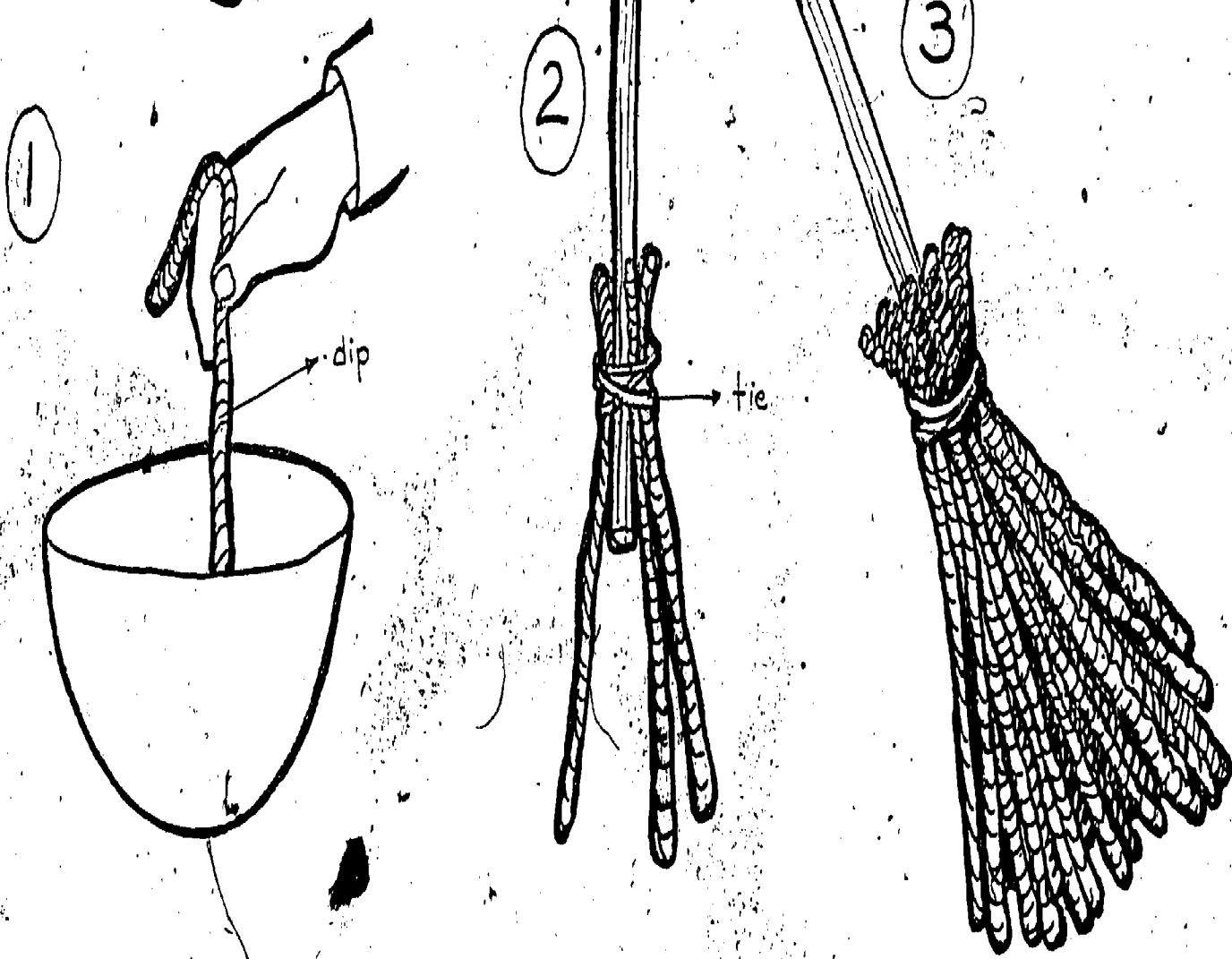
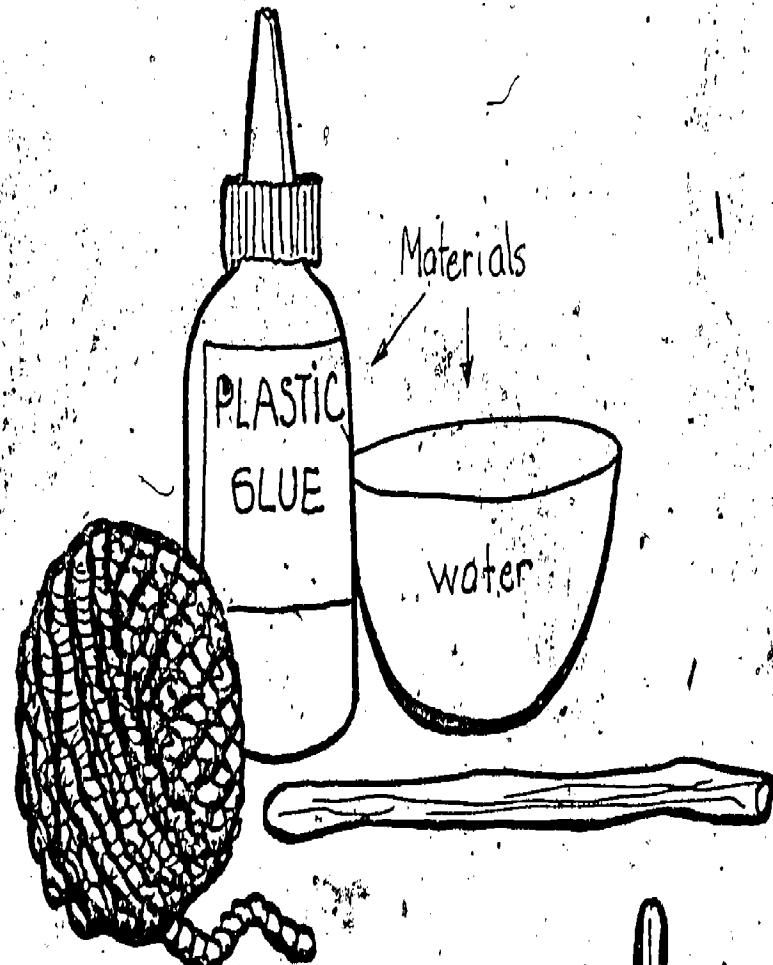
A LOG CABIN

With a refrigerator box, the children will build a log cabin. They will paint it or paste paper on it to simulate the logs. A small box can be used for the chimney.



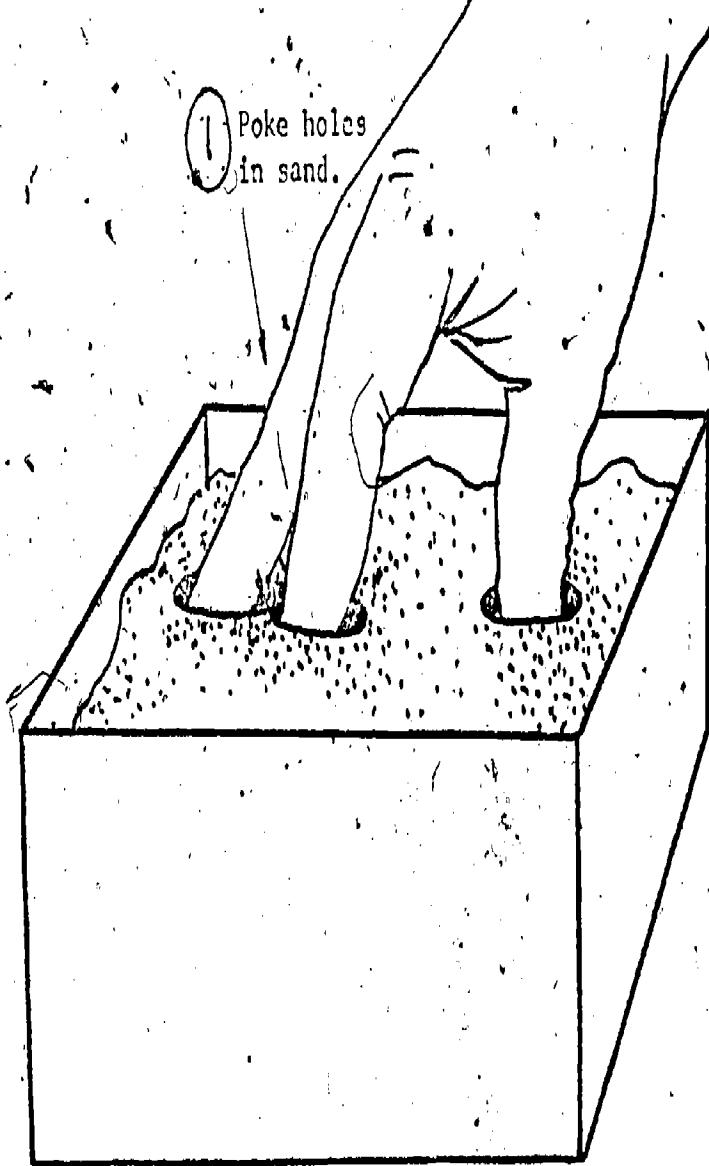
Monday : THE PILGRIM'S HAT AND BONNET

Tuesday : THE PILGRIM'S BROOM

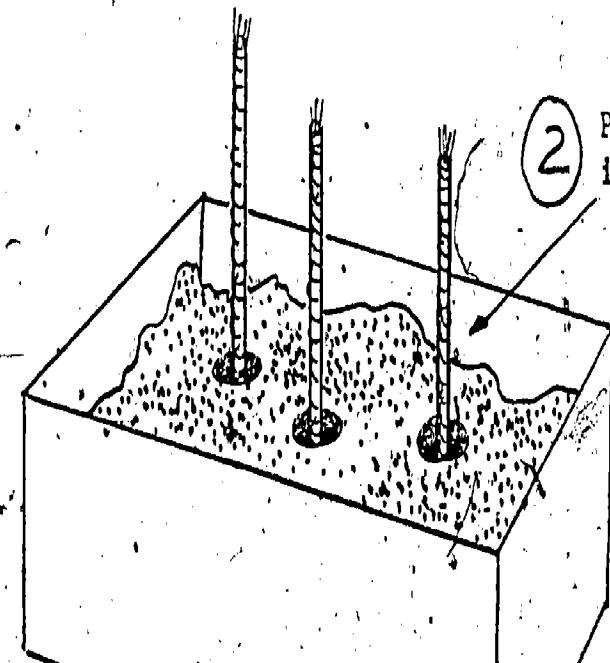


Wednesday! THE PILGRIM'S CANDLES

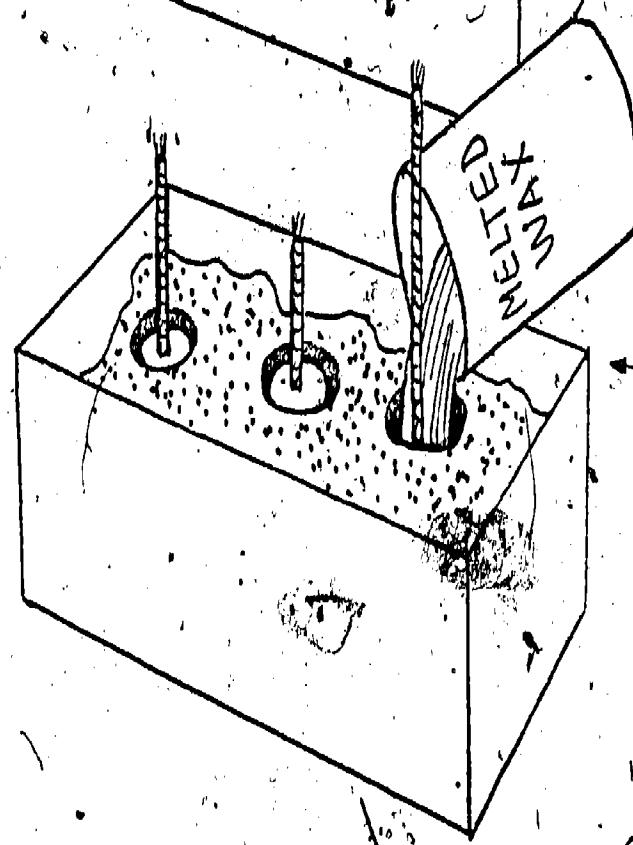
(1) Poke holes
in sand.



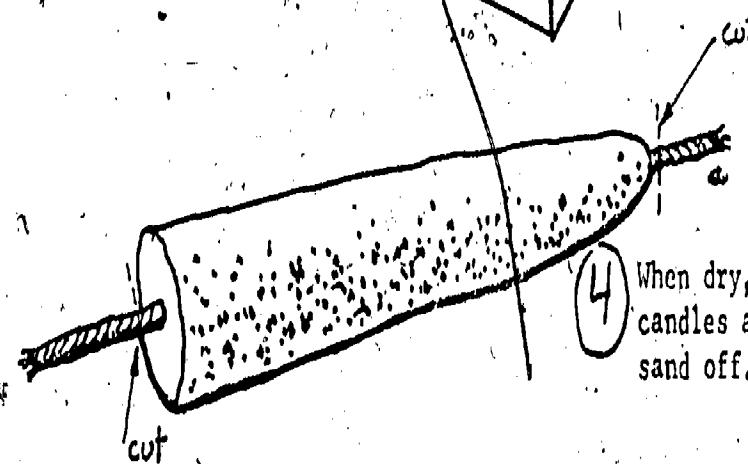
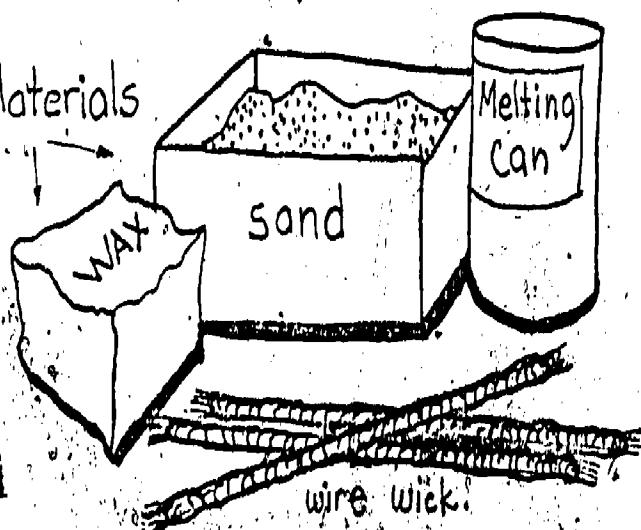
(2) Put wire wicks
inside.



(3) Melt wa
and pou
in hole

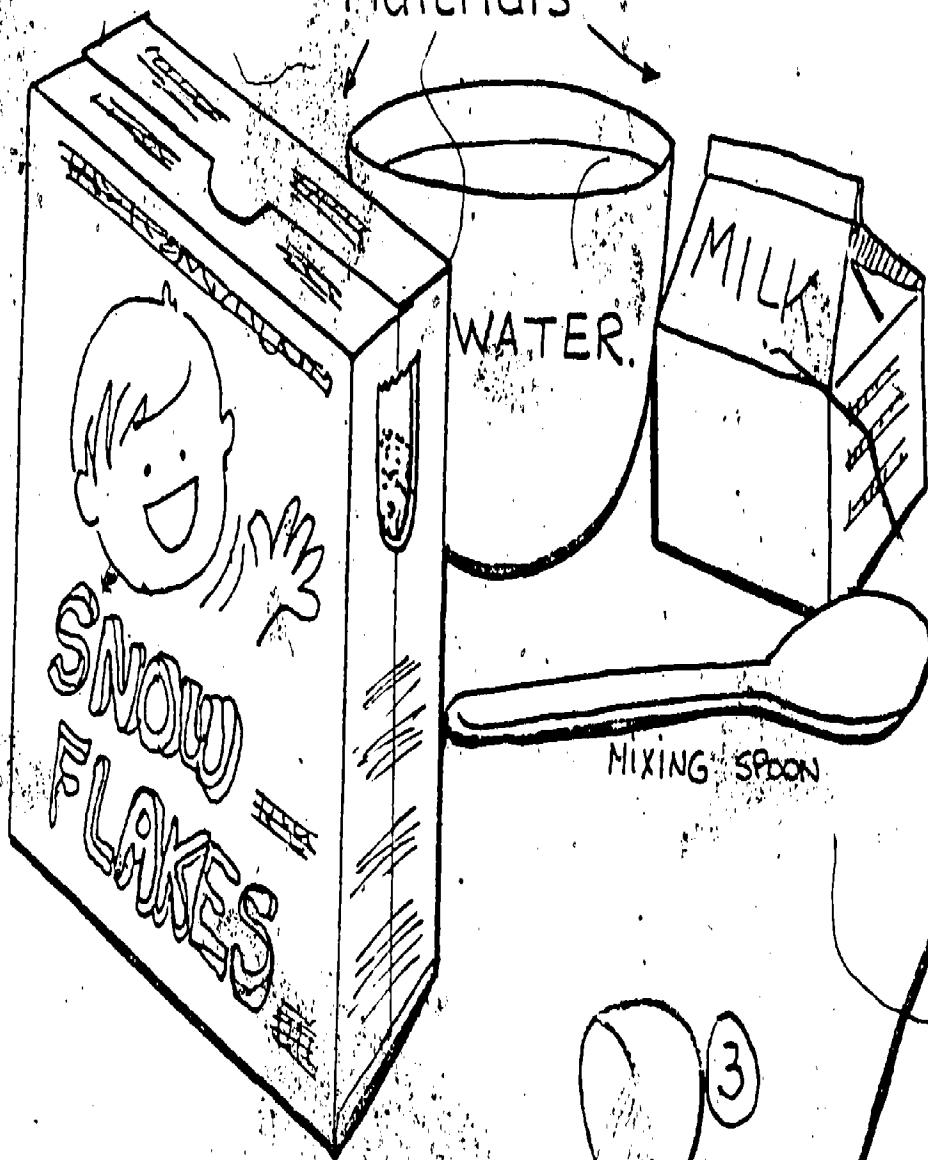


Materials



(4) When dry, take out
candles and shake
sand off.

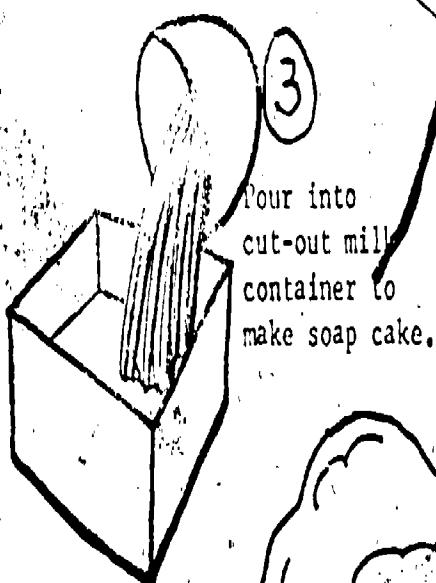
Materials



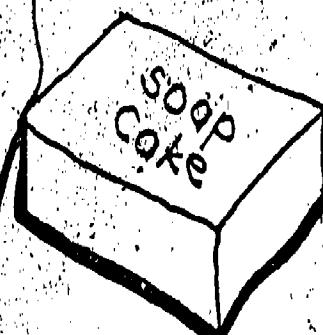
1
Mix Ivory
Snow flakes
soap with a
little water
until it become
a paste.,

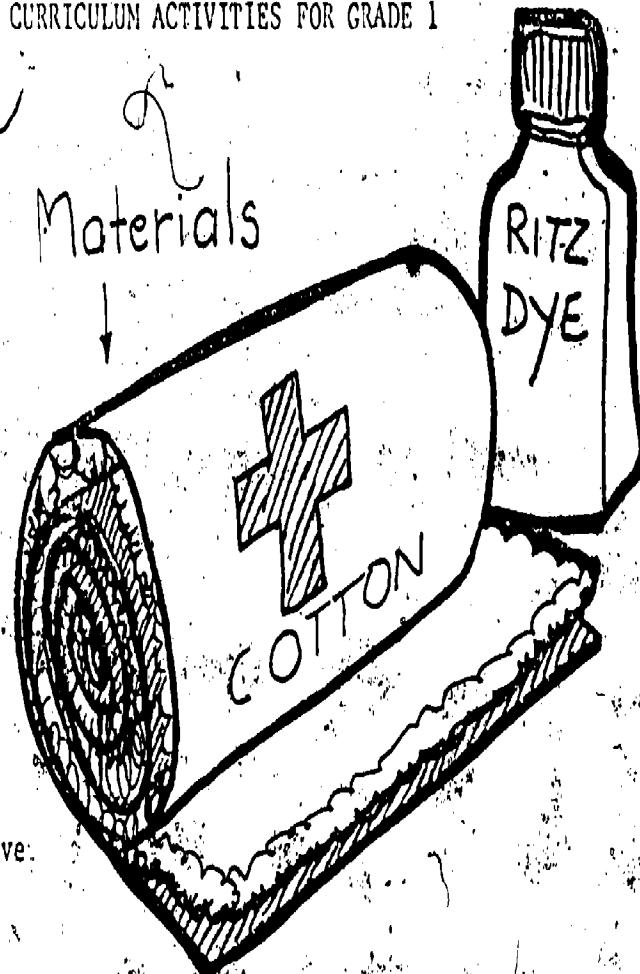
2
Mold with
your hands
as a soap-

Thursday
THE PILGRIM'S
SOAP



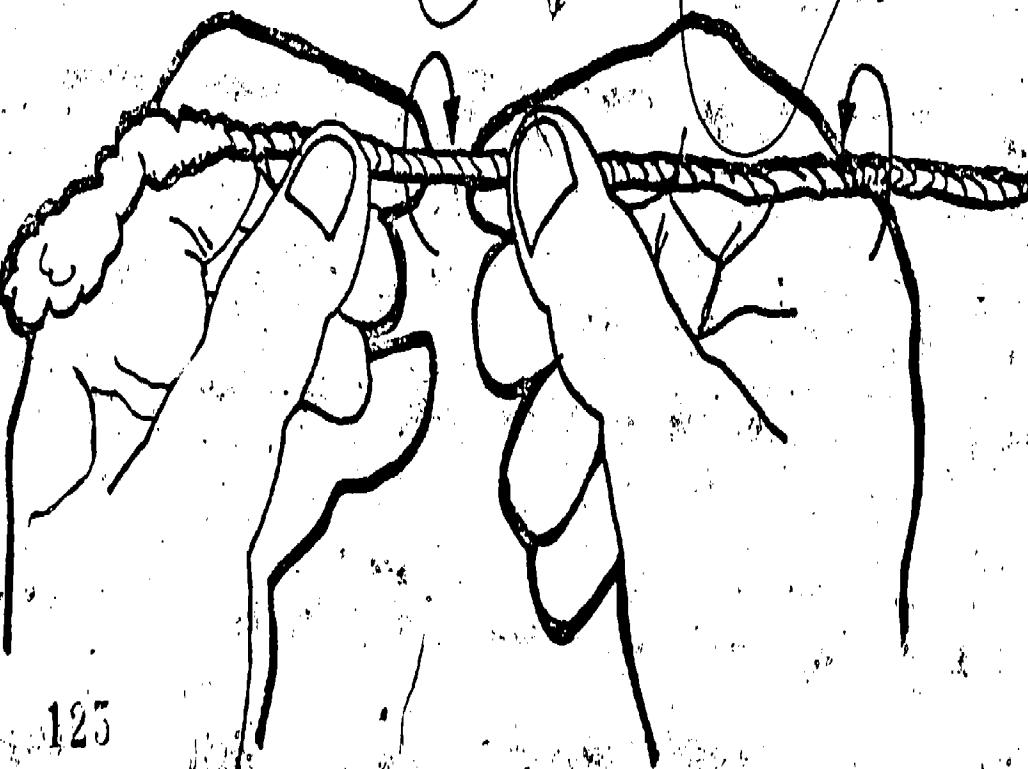
Pour into
cut-out milk
container to
make soap cake.



Materials

1 Dye cotton or leave it white.

2 Pull chunks of cotton and spin with two hands in invert motions.

FridaySPINNING WOOL

The children will use cotton in rolls and dyes of their favorite color.



After children have enough pieces of "yarn" it can be tyed together or used for weaving.

dormitorio

dormir

cocina

amasar

sala

leer

IV.B.a. My Home

Make two sets of cards: one with the rooms of a house, the other with the activities for those rooms.

C. Is able to understand the relationship between location on the earth, climate, and the construction of houses.

a. Show the children a large globe and place another round object away from the globe to represent the sun. Show the children how the earth tips back and forth on its axis so that sometimes the north part of the earth is tipped more toward the sun and sometimes the south part is more toward the sun. Explain how, when a part of the earth is tipped more toward the sun, it is warmer and when it is tipped away, it is colder. Explain how Connecticut is in the north part of the earth so that sometimes it is warm and sometimes cold; Puerto Rico is more in the middle of the earth so that it faces the sun all year and is therefore warm all the time. Then show the children pictures of houses in Connecticut and in Puerto Rico and explain how they are different because of the difference in the weather. Then the teacher can write sentences on the chalkboard, explaining the relation between the weather and how houses are built in Connecticut and in Puerto Rico. Then the children will copy each sentence on the bottom of a sheet of paper and draw a picture showing the kind of house and weather around the house.

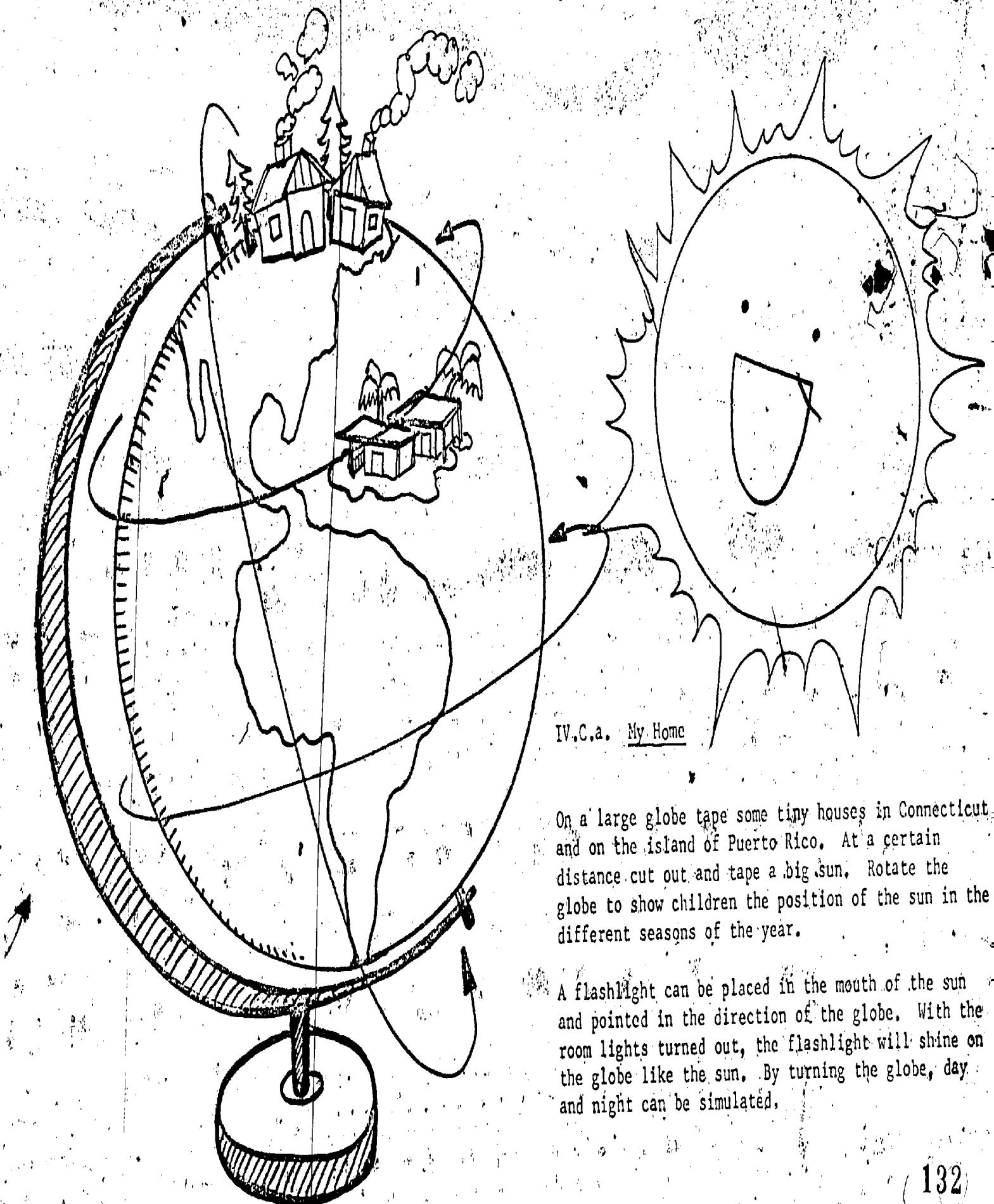
D. Is able to understand how man uses natural resources in the building of homes.

a. The teacher can explain how people in different locations and times have used available resources to build their houses. The log cabin and the bohio can be used as models. The children can build a model of a log cabin and a model of a bohio. The teacher can write the names of the different materials used in constructing log cabins and bohios on the chalkboard. The children can copy the names of these materials on small tags and attach these tags to the log cabins and bohios at the appropriate places.

V. My Community

a. Is able to understand the community as a system of interdependent people.

a. The teacher can explain how people are dependent on each other and how a community consists of a group of people who can provide for most of each other's basic needs. This could be done by drawing pictures of different community members in a circle on the chalkboard and having the children explain how one specific person is dependent on another. Lines can be drawn between the community members to represent these dependencies. To emphasize this point the teacher can read the story of Robinson Crusoe and have a discussion about the difficulties of getting along without other people. The children can think of situations where Robinson Crusoe would need other people, for example, when he got sick. Each child can make up one sentence describing a situation where Robinson Crusoe would need other people and then draw a picture to illustrate that situation.

IV.C.a. My Home

On a large globe tape some tiny houses in Connecticut and on the island of Puerto Rico. At a certain distance cut out and tape a big sun. Rotate the globe to show children the position of the sun in the different seasons of the year.

A flashlight can be placed in the mouth of the sun and pointed in the direction of the globe. With the room lights turned out, the flashlight will shine on the globe like the sun. By turning the globe, day and night can be simulated.

- B. Is able to associate community members with the contribution that they make to the welfare of the community.

- a. The teacher can make small cards with the names of various community helpers on them. The teacher will make up riddles for different helpers. The children can pick the name card which answers the riddle. For example:

Riddle	Card
Tijeritas, Tijeritas tengo y pelú no te dejo.	el Barbero
Corto, corto, corto madera para muebles.	el carpintero
Arreglo las matas y flores en tu jardín. Limpio la grama y los árboles los recorto.	jardinero
Te doy medicinas y te curo si te enfermas.	el doctor
Té traigo cartas de abuelito y abuelita en Puerto Rico.	el cartero
No juegues con fósforos te digo siempre, pero si fuego aparece, a apagarlo yo voy.	el bombero
Estudia siempre tu asignación. Recuerda lo que debes de leer. Lee <u>conmigo</u> y aprenderás.	la maestra

The children can continue the game by making up their own riddles.

- b. The teacher can make two sets of cards. On one set can be pictures of different community helpers. On the other set of cards can be pictures of objects that are associated with these community helpers. On the back of each card should be written the names of the community helpers and the objects. First the children should match the picture of the community helper with the picture of the appropriate object. Then the children should turn the cards over to see the names of the people and the objects which go together. Finally, the teacher should provide each child with a duplicated sheet with incomplete sentences which the children can complete by using the correct helper and object name. For example, if the helper is a mailman and the object is a letter, then the sentence which the children should choose to fill in would be:

El _____ trae la _____.

Out of the several sentences provided for the different community helpers, only one should have a verb appropriate to the given helper and object.

C. Is able to identify the similarities and differences between communities.

- a. The teacher can collect four pictures of communities -- one of a Taino village, one of a Pilgrim village, one of a modern city in Puerto Rico, and one of a modern city in Connecticut. The teacher can stimulate discussion about the different technologies that determine the differences in these communities. These technologies could have to do with: food preservation, food transportation, sewage disposal, building construction. For each of these areas a chart could be prepared comparing these technologies in the four different communities. The children can either draw pictures or cut them from old magazines to demonstrate these processes. The teacher should emphasize the greater need for specialization in the technologies of the modern city.

D. Is able to understand how communities express their togetherness:

- a. The children will stage two celebrations in the classroom. One will be for Puerto Rico, such as "El Carnaval de San Juan" and the other will be a Connecticut celebration such as Independence Day. The day after these celebrations the teacher will write a number of words related to the celebration on the chalkboard and the children will use these words to write a one-paragraph description of the celebration. The vocabulary for these celebrations could be:

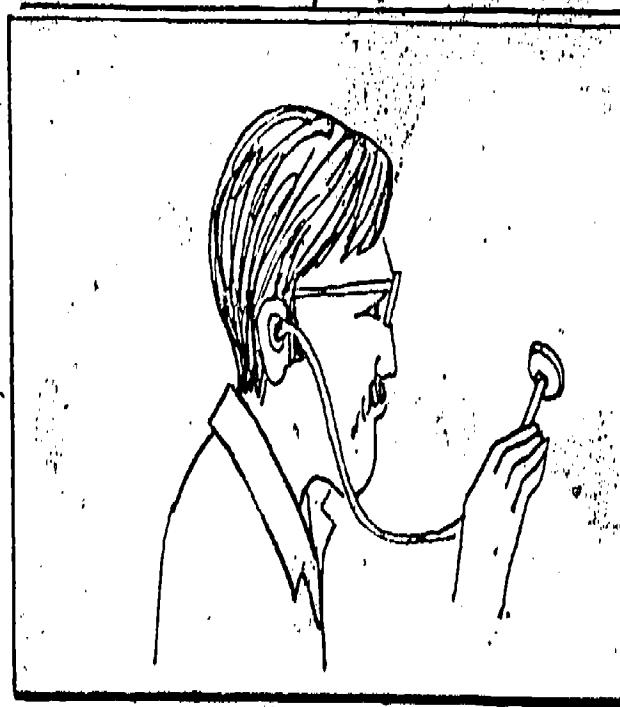
El Carnaval de San Juan

Reina
Vejigantes
Carrozas
Triquiñcuales
Desfile
Celebración

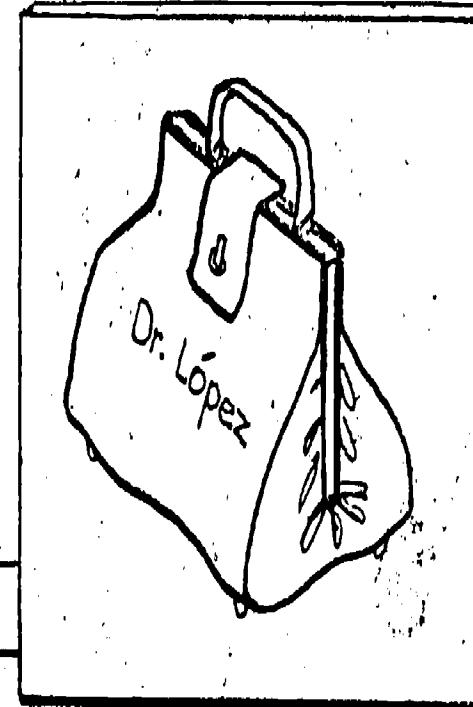
Independence Day

Declaration of Independence
Parade
Firecracker
Band
Picnic
Patriot

back of card



doctor

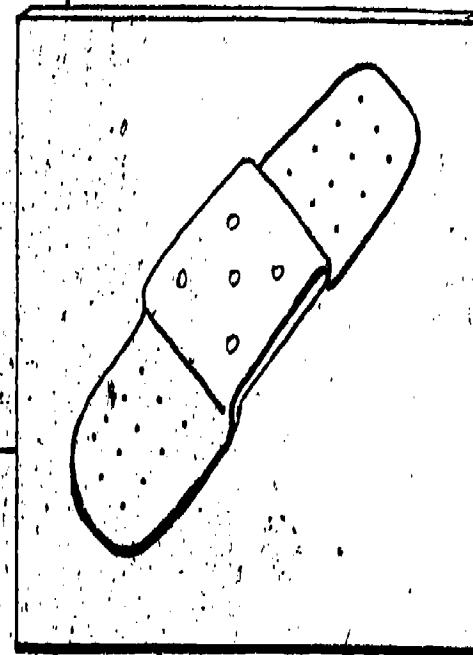


back of card



nur
ermera

back of card



fa

back of card

V.B.B. Community
Take two sets of cards. One with a picture of a community worker and the other with a picture of an object used by that person. On the back of each card write the name of the worker and the name of the object.

SOCIAL STUDIES CURRICULUM ACTIVITIES FOR GRADE 1

V.B.b. Community

CARTERO	carta
PELUQUERO	tijeras
CONDUTOR	guagua
MAESTRO	tiza
POLICIA	pito
DOCTOR	maleta
BOMBERO	manguera
ZAPATERO	zapato
CARPINTERO	martillo
COSTURERA	aguja

El _____ trae la _____

El _____ corta con las _____

El _____ conduce la _____

El _____ escribe con la _____

El _____ toca el _____

El _____ viene con su _____

El _____ apaga el fuego con la _____

El _____ arregla _____

El _____ usa clavos y _____

Ella _____ cose con su _____

Zapatero

maestro

conductor

policía

doctor

peluquero

bombero

cartero

carpintero

costurera

aguja

zapato

martillo

pito

carta

tijeras

tiza

guagua

manguera

maleta

Is able to construct a simple map.

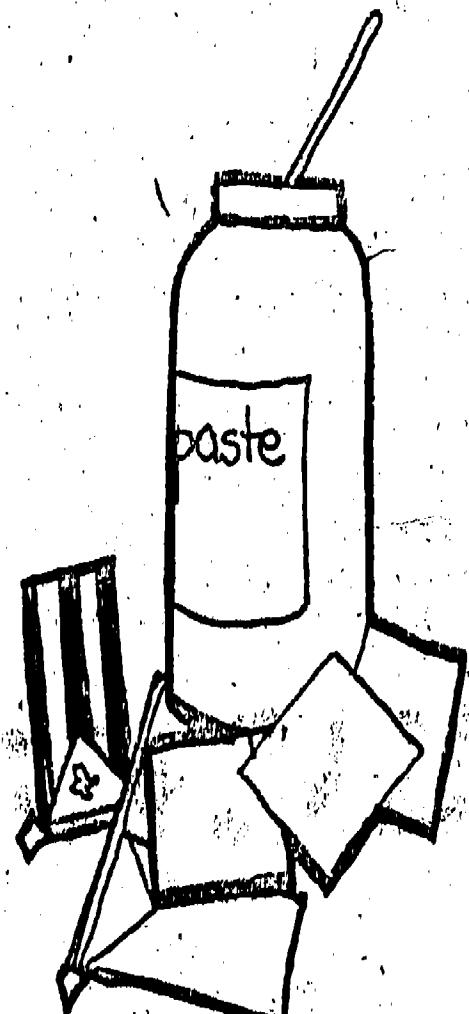
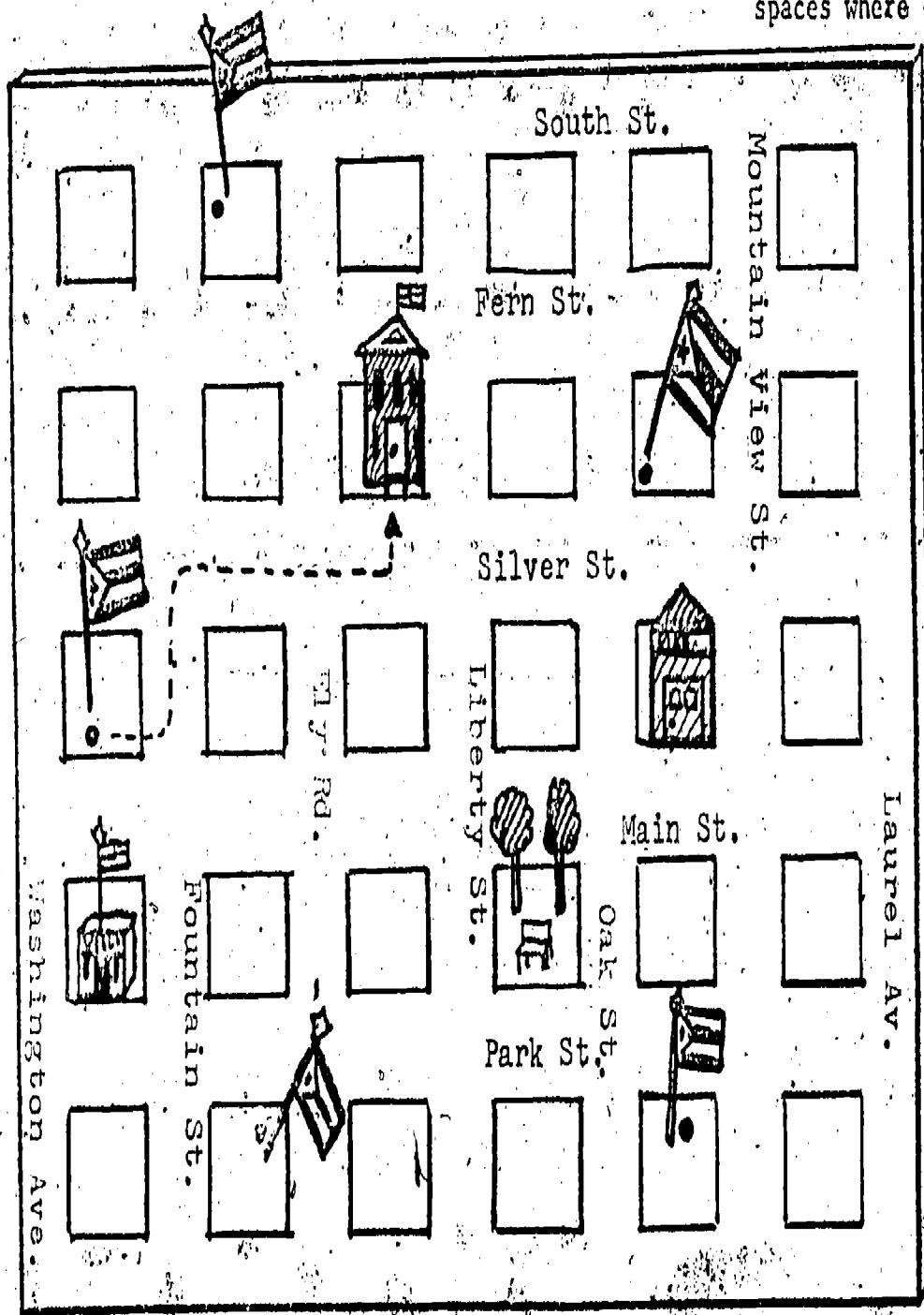
- a. The children can construct a map of the neighborhood around the school. Each child can be given a large piece of paper. On this large piece the children can paste smaller squares of colored paper which will represent the different square blocks in the school area. On these squares the teacher can show the locations of various important buildings in the neighborhood and the children can draw pictures of these buildings at the appropriate locations. Then the teacher can write a list of all the streets in the neighborhood on the chalkboard. The class can discuss where these streets should be located on the map and then write in the names of the streets in the appropriate places. For those children who live right around the school, the homes can be located on the map. Small Puerto Rican flags can be drawn at the locations where these children live.

VI. Transportation

Is able to identify and distinguish different means of transportation.

- a. The teacher can collect pictures of all different kinds of transportation -- automobiles, trains, ships, airplanes, bicycles, etc. For each picture the teacher will also make a set of cards giving the names of these means of transportation. The children can practice placing the cards with the appropriate picture. Then they can practice copying these words. After the children can place the words with the right picture and copy the words correctly, then the teacher can show the pictures to the children one at a time and have them write the names without reference to the name cards. Means of transportation which are traditional to Puerto Rico should be included in this activity, such as a "carreta de bueyes" and a "caballo con banastas."
- b. The teacher can make duplicated sheets on which the children can make lines between a series of numbers to make a picture of a given means of transportation. At the bottom of each of these sheets should be two sentences and a blank line. One of the sentences will describe the transportation shown and the other not. The children will choose the sentence which describes that transportation and copy the sentence on the blank line. These pictures should include such things as the horse, the bus, the airplane, the boat, and the stagecoach.
- c. The teacher will make duplicated sheets. In the left column will be phrases describing situations where a particular type of transportation would be appropriate. In the right column will be the names of the different means of transportation. The children will match the situation to the appropriate means of transportation by drawing lines.

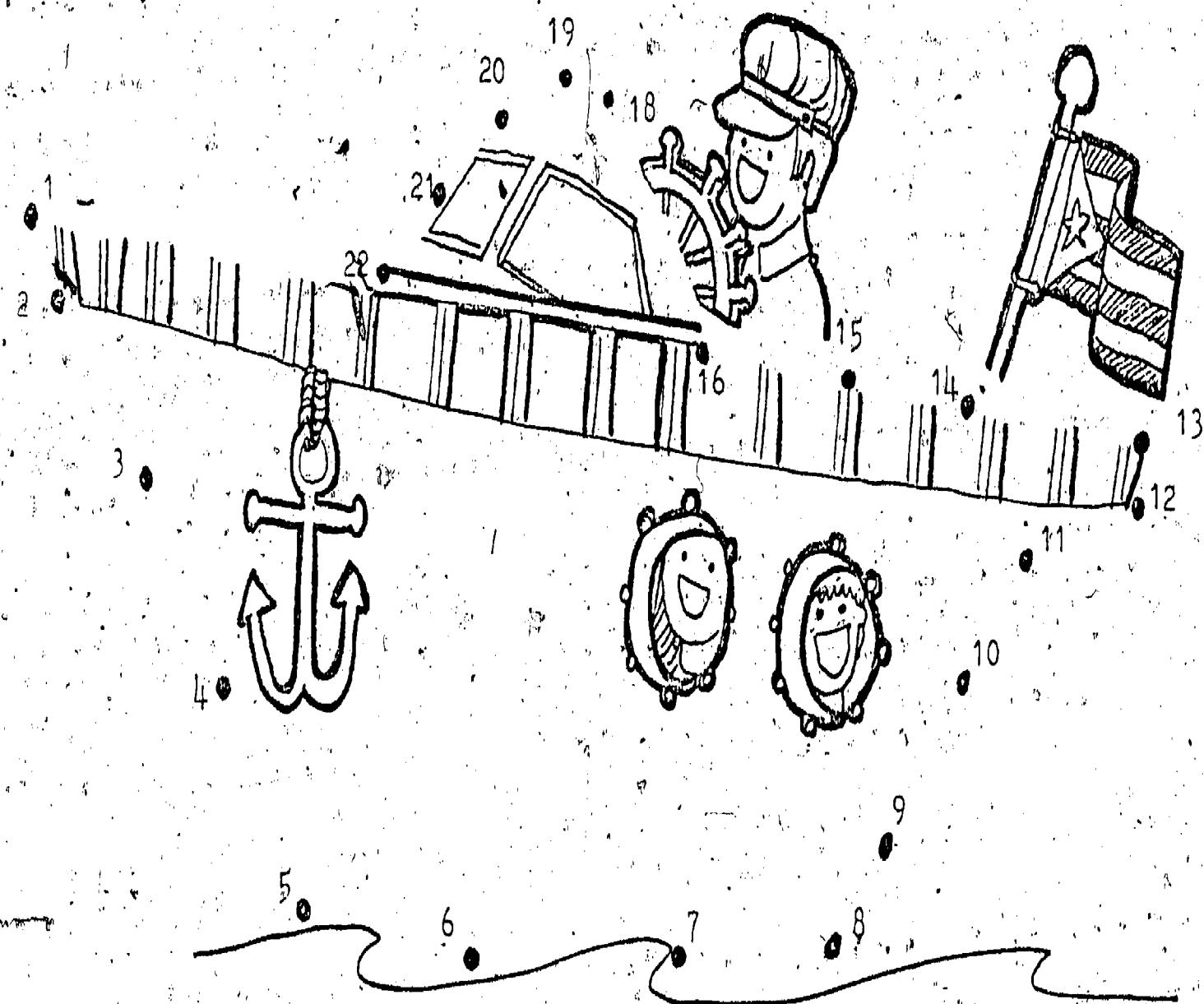
The children will construct a map of the neighborhood around the school by using a large piece of cardboard. On it they will paste squares of colored paper to represent the blocks. They will paste on little pictures of houses and the school. They will write in the names of the streets and paste the Puerto Rican flag in the spaces where each Puerto Rican child lives.





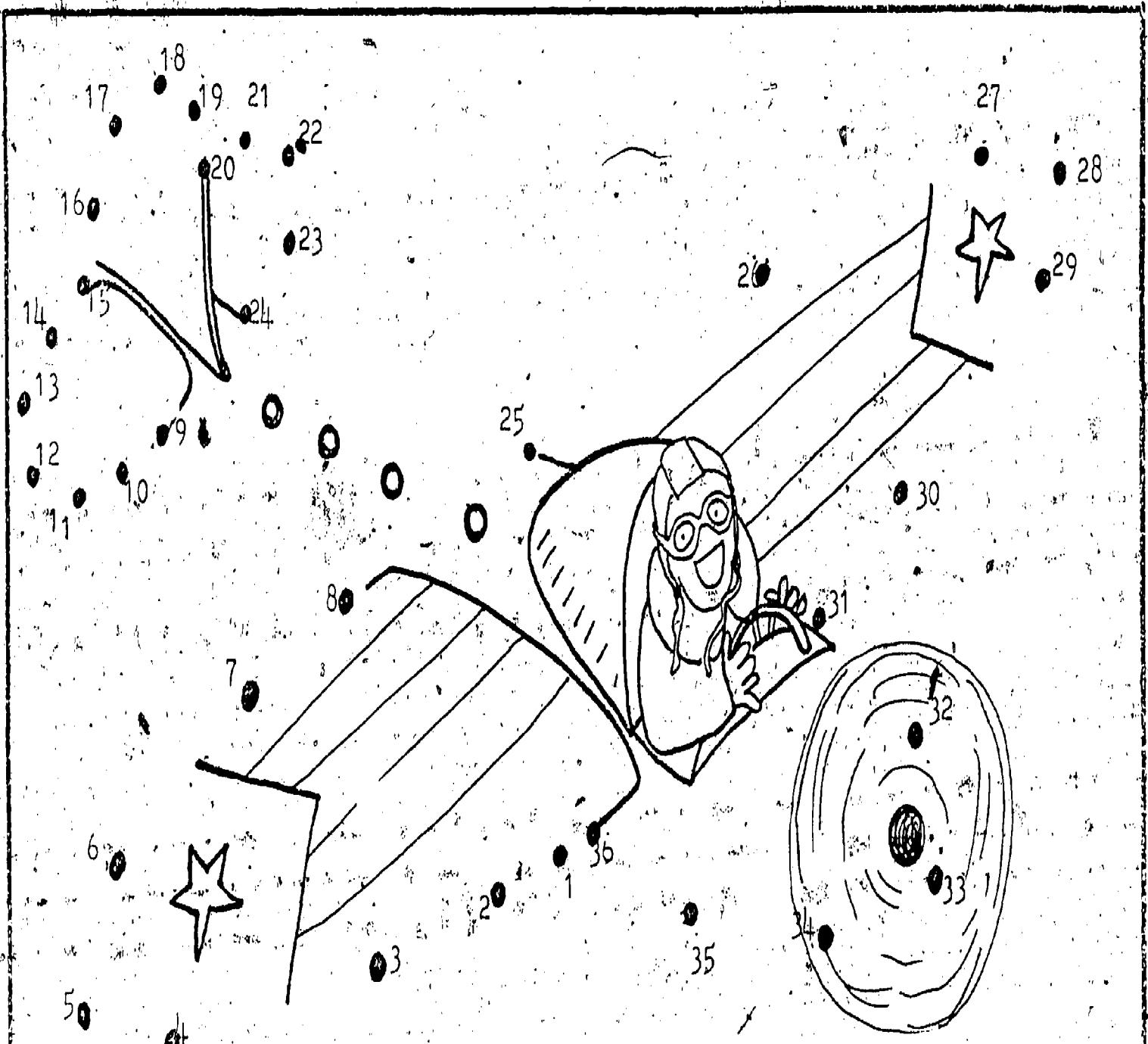
El caballo vuela alto en el cielo.

El caballo carga fruta en sus canastas.



El barco anda por las calles de la ciudad.

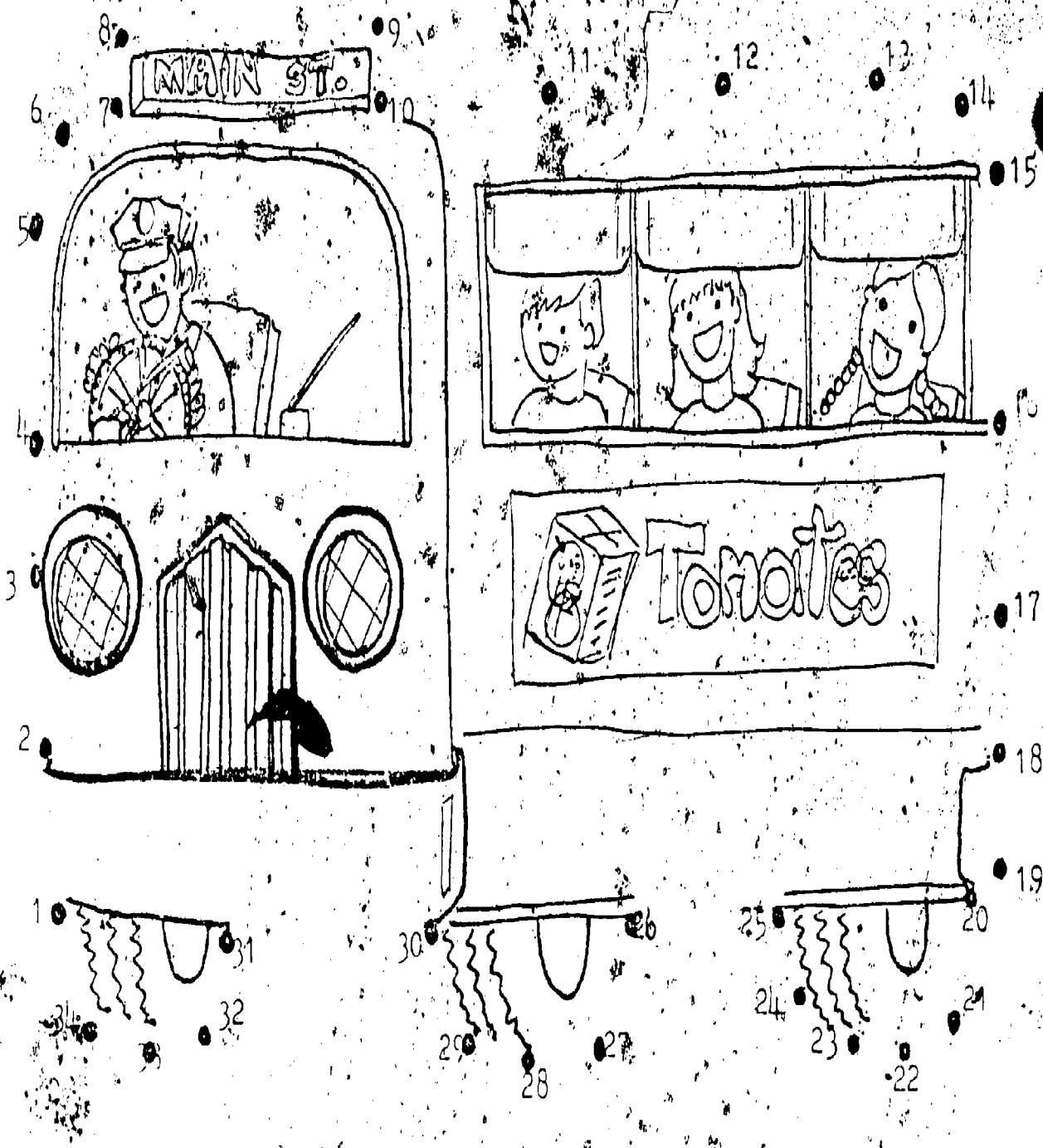
El barco navega en el mar.



El avión anda bajo agua.



El avión vuela sobre las nubes.



La guagua anda por la calle.



La guagua anda por el agua.

Me deslizo en la montaña cubierta de nieve.

CANOA

Cargo plátanos desde la montaña hasta la ciudad.

TRINEO

Llevo a una persona enferma al hospital.

BARCO

Colón llegó ~~con~~ a América.

BICICLETA

Los Indios ~~Tainos~~ me usaban para ir a pescar.

CARRO

Los llevo de vacaciones desde San Juan a las Islas Vírgenes.

GUAGUA

Yo ando por el parque.

VELENO

Los llevo de visita desde San Juan a Bayamón.

CABALLO

The children will match the situation described in the phrases with the appropriate means of transportation in the right column.

B. Is able to distinguish between the main categories of transportation.

- a. The teacher can divide a bulletin board into three sections. One of these will be titled "land transportation," a second will be "water transportation," and the third "air transportation." The children can cut pictures of different means of transportation from old magazines and these can be placed in the appropriate place on the bulletin board.
- b. The teacher can make a duplicated sheet with pictures of different means of transportation. Under each picture will be a blank box. The teacher can write the three terms "air transportation," "water transportation," and "land transportation" on the chalkboard. The children will copy the appropriate term on the box for each picture.

C. Is able to locate places on a map.

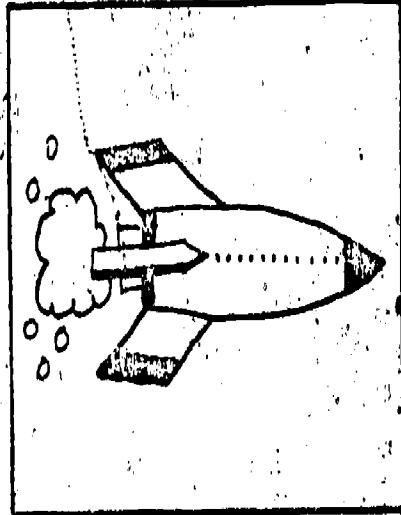
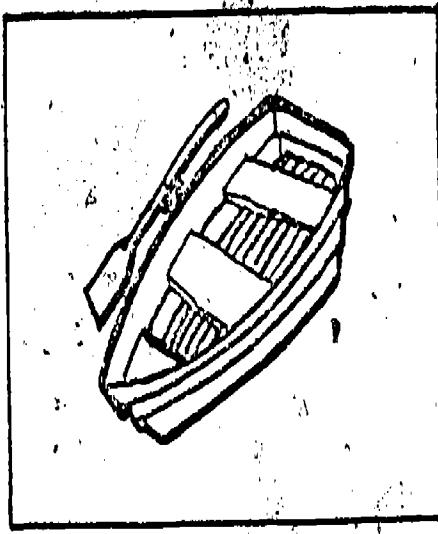
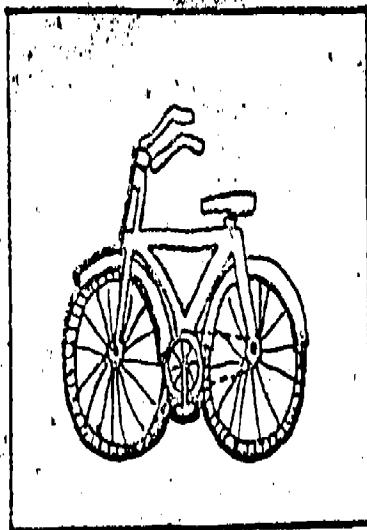
- a. The teacher can have a large map showing all the area between Puerto Rico and Connecticut. The teacher can make small flags with the names of the different important locations between Puerto Rico and Connecticut on them. These could include cities, islands, and states. The teacher can demonstrate placing a flag in a proper location on the map and then describing that location. After the teacher has done this for each location the children can take turns placing the flags in the proper locations and describing these places.
- b. The teacher can make duplicated papers with the map of the area between Puerto Rico and Connecticut on them. The maps should have arrows pointing to different locations on them. The children should label each arrow with the name of that location.

D. Is able to relate routes and means of transportation between two places on a map.

- a. Using the large map of the area between Puerto Rico and Connecticut the teacher can show the children how to make different routes between Puerto Rico and Connecticut. For each route the teacher should tell about the different means of transportation that would be used and the things that are encountered on the way. Then the children can make up their own routes between Connecticut and Puerto Rico and tell about the transportation used and what was seen on the way. Finally, the teacher can make duplicated papers with a description of a person going from San Juan to Hartford. In this description there should be several places where the child has to choose between two words to complete the sentences.

VI.B.b. Transportation

The children will copy the appropriate term in the blank box.



TRANSPORTE MARITIMO

TRANSPORTE ~~AÉREO~~

TRANSPORTE TERRESTRE

Juan Ramón Rivera salió de San Juan para Miami en (bote, carro) _____

En el camino el vio' (New York, Nassau) _____

Cuando Juan llegó a Miami salió para Atlanta en (tren, bicicleta) _____

Desde Atlanta el viajó a New York en (avión, cohete) _____

Antes de llegar a New York el pasó por (Cuba, North Carolina) _____

Cuando Juan llegó a New York el se subió a un (caballo, carro) _____

para llegar a Hartford.

Desde la ciudad de Hartford el (nado, caminó) _____ a la

casa de su abuelita que vive en la calle Forbes número 1345.

VI.D.a. Transportation

The children can choose the correct answer by looking at a map.
Some answers are logical in relation to the geographic sequence of the trip, others are not.
The appropriate answer should be written in the blank space.

- b. Using a large map of San Juan and surroundings with all the roads clearly marked, the children can imagine that they are visiting famous spots with a little car. As the children arrive at different well-known places, pictures will be shown and the area described to them. Use areas such as "El Morro," "El Museo del Ponce," "La Playa de Luquillo," and "El Yunque."

VII. Communications

A. Is able to distinguish the different purposes for communication.

- a. The teacher can call the public relations department of his local telephone company and request a "teletrainer" unit. This consists of two telephones that can be used for conversations. The teacher can demonstrate how to use the telephone and how a person talks on the telephone.
- b. Using the "teletrainer" unit, the teacher can explain that the telephone is sometimes used for emergency purposes and demonstrate how it is used. The children can be given a sheet with emergency numbers and they can practice dialing these numbers. Other students can play the role of policemen, firemen, doctors, etc., so that the children can practice giving and taking information.
- c. The children can write a telegram. The class can make up an imaginary situation where they need to get a message to someone in Puerto Rico. They can decide on a short message that they want to send by telegram. They can decide on the words that would be used in this message. The teacher can write these words on the chalkboard and then each child can write his own version of the message using as few words as possible to communicate the message.
- d. The class can write a letter to the Governor of Puerto Rico telling him what it is like going to school in Connecticut. The children can decide what they want to tell him, make up sentences, and the teacher can write these sentences on the chalkboard. Each child can then write his own letter by copying the sentences which they want to use in their own letters. The class can then decide which version of the letter is best and send this version to the Governor. Hopefully, the Governor will send a letter in return so that the children have the experience of having a letter answered.

VIII: Animals

A. Is able to distinguish the different uses that people have for domestic animals.

a. The teacher can explain how animals are used by men for different purposes such as recreation, agriculture, comfort, transportation, communication, and sports. A bulletin board can be constructed which is divided into sections for each one of the different purposes. The children can find pictures of domestic animals which can be placed in the appropriate sections. Then with the bulletin board to use for a reference, the teacher can write a list of the names of the animals on the chalkboard. The children can copy the list and write the names of the categories into which that animal would fit beside each animal's name.

B. Is able to associate wild animals with the continent or country from which they come.

a. The children can look for pictures of animals from different continents in old magazines. These can be mounted on construction paper. The teacher can write the name of each animal on the chalkboard together with the name of the country from which it comes. The children can copy these names and locations onto the construction paper. The teacher can provide a large map of the world which will be spread out on the floor. The children can then practice looking for the countries from which each animal comes and placing the pictures of these animals in the appropriate place on the map.